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ABSTRACT

The affirmative action program at the City University of New York is described in relation to the policy of the board (higher education and implementation of board policy. Objectives of the plan and implementation are reviewed in light of instructional and noninsturctional staff, and university responsibilities. Census data for total instructional and noninstructional staff are presented. A summary of employment census results indicated that the City University of New York is well above any national norms for comparable institutions of public higher education with regard to the employment of women and minorities in its instructional staff. Women and other minorities constitute a much larger proportion of the noninstructional staff than of the instructional staff. (MJM)

AFFIRMATIVE ACTION

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CITY UNIVERSITY OF NEW YORK

A Report of The University Policy and Program to Insure Equal Opportunity for Employment and Advancement of Minorities and Women

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The City University of New York Office of the Vice Chancellor for Faculty and Staff Relations 535 East 80 Street New York, New York 10021 November, 1971 (In compliance with the President's Executive Orders 11246 and 11375)



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November 15, 1971

Dr. Robert J. Kibbee Chancellor The City University of New York 535 East 80 Street New York, New York 10021

Dear Dr. Kibbee:

As Chairman of the University Committee on Affirmative Action, it is my priviledge to transmit to you the Committee's report on Affirmative Action at the City University of New York.

The report describes the University policy and program to insure equal opportunity for the employment and advancement of minorities and women. It includes University-wide employment census data as of November 30, 1970. I believe, that the University's Affirmative Action Program effectively implements the policy of the Board of Higher Education, and fully complies with the Presidents Executive Orders (11246, 11375).

On behalf of the members of the Committee, I thank the college presidents and their staffs for their cooperation in making our report possible. I am certain, that the University's affirmative action program will continue to receive their undiminished attention and support.

Sincerely;

Edgan/D. Draper

Chairman

CUNY Affirmative Action Committee

EDD:hb Enclosure

cc: University Affirmative Action Committee Members:

President Milton Bassin York College

- Hostos Community College President Candido deLeon

President Robert Marshak - City College President Richard Trent - Medgar Evers President Jacqueline Wexler - Hunter College

Professor Julius Edelstein - Vice-Chancellor for Urban Affairs
Dr. David Newton - Vice Chancellor for Faculty and Staff Relations

i

The City University of New York Office of the Chancellor

535 East 80 Street, New York, N.Y. 10021 212/360-2121

November 29, 1971

Mr. J. Stanley Pottinger Director Office for Civil Rights Department of HEW Fourth and Independence Avenue S.W. Washington, D.C. 20201

Dear Mr. Pottinger:

It is my pleasure to send you a copy of the first report on City University's Affirmative Action Program. Both the report and its sponsor, the University Affirmative Action Program Committee, are concrete examples of the vigorous implementation of the Affirmative Action Policy adopted by the Board of Higher Education.

The outstanding feature of our University plan is the requirement that each of our several colleges develop a five-year plan and time-table to accomplish the University goal for expanding equal employment opportunities for females and minorities:

I am sure that you will agree that the BHE's policy establishing a University Committee on Affirmative Action and the adoption of a five-year University-wide plan, are evidence of CUNY's commitment to the rapid development of an effective and meaningful Affirmative Action Program.

Sincerely,

Joseph J. Jakkee

Robert J. Kibbee

RJK:DN:b

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FOREWORD

Equal employment opportunity regardless of race, creed, age, color, national origin, or sex is the unequivocal objective of the City University's affirmative action program. Policies, programs and procedures without effort to make them work are meaningless; and effort, undirected by clear policy, meaningful program and specific procedures, is fruitless. We believe that the University now has a policy, a program and procedures that are result-oriented. We know that our University community stands ready to make the effort required to affirmatively provide equal employment opportunity for all minorities and women.

I. AFFIRMATIVE ACTION FOR EQUAL EMPLOYMENT AT THE CITY UNIVERSITY

The City University has an historical commitment to non-discrimination and equal opportunity, both in its educational program and its employment practice. During the past decade, the University's Open Admissions, SEEK, and College Discovery enrollment programs have intensified the recruitment of Black and Puerto Rican students and staff.

The Executive Orders of the President (11246, 11375,) necessitated reformulation of the existing policy of the Board of Higher Education and were welcome in underscoring the Board's commitment. Accordingly, on December 28, 1970, the Board adopted a resolution reaffirming its dedication to the principle of equal employment opportunity. This new resolution clearly defined the University's posture as being <u>positive</u> in providing opportunities that were equal for the employment and promotion of minorities and women.

The text of the Board's resolution follows:

A. Board of Higher Education Policy Statement

It is the policy of the Board of Higher Education and its component colleges and units of the City University of New York to recruit, employ, retain and promote employees without regard to sex, age, race, national origin, color or creed.

As a public college system, the City University believes in a policy of non-discrimination and of providing educational opportunities for the disadvantaged as a means of facilitating their access to a broader range of employment opportunities. Moreover, the City University recognizes that the adoption of a vigorous program of action is required if meaningful strides are to be made in the direction of improved employment opportunities for groups which have been disadvantaged in the past. It also recognizes that the employment opportunities created by the open enrollment policy create

a unique opportunity to implement such a program. To this end the Board of Higher Education by its action of September 28, 1970 (Calendar No. 30 A) committed itself, in connection with its construction program, to the objective of enhancing employment of minority workers in the construction industry and of involving minority contractors in building projects. By this policy statement the University is now committed to a comprehensive program encompassing both contractual relationships, such as construction awards, and internal employment practices aimed at insuring minority groups of all kinds equal opportunity for employment, for on-the-job-training and for advancement in responsibilities and remuneration.

Program Components:

- 1. Each college will develop its own Affirmative Action Program in implementation of this policy with overall coordination and monitoring to be performed by the University.
- 2. The policy on nondiscrimination will be communicated periodically to all employees through suitable media. Unions which have contracts with the University or with the City of New York covering employees of the University shall be similarly informed and their cooperation requested and the University policy will also be suitably published to external groups.
- 3. The Equal Opportunity clause will be incorporated in all purchase orders, contracts and leases with a face value of \$5,000 or more.
- 4. A self evaluation inventory will be conducted periodically to determine the extent to which the University is achieving equal employment objectives, and actions will be initiated as required to expand employment and promotion opportunities available to minority groups and other categories of persons previously discriminated against in employment.

University Responsibilities

- The Chancellor will establish a Committee with University-wide representation to provide policy direction for the University's Affirmative Action Program and will include in his committee designations a senior member of his staff to whom college program coordinators will report.
- 2. The Chancellor's staff representative will keep informed on federal, state and city policies and requirements in order to provide guidance and assistance to college coordinators, and will maintain appropriate liaison with responsible federal officials and counterparts at other Universities.
- 3. The University Committee will review the programs of the individual colleges and the self evaluation inventories and will recommend appropriate policies and actions based on such reviews.

- 4. The Chancellor will establish procedures for the University-wide-collection of data required for compliance with the Affirmative Action Program.
- 5. The University Central Office will develop an Affirmative Action Program predicated on the needs of the University and the community needs and characteristics, and in compliance with the general requirements stipulated in this policy.

College Responsibilities

- 1. Each college will develop an Affirmative Action Program predicated on local campus and community needs and characteristics and in compliance with the general requirements stipulated in this policy.
- 2. Each College and University Center will appoint a campus Affirmative Action Program Coordinator. The individual designated shall be a senior college official who reports directly to the President and has sufficient authority to insure that the college program is effectively carried out. Where contract activity particularly in the construction area warrants it may be appropriate to supplement this appointment by designating two assistant coordinators, one for construction and other contracts and the other for administrative staff, faculty members and other college employees.
- 3. The advisory committee mechanism should be appropriately utilized as a means of securing community participation and support. Where the amount of construction activity at the college is significant an advisory group should be established with representation from prime contractors, the construction trades, other unions, the building contractors' association, community representatives and college representatives. Similarly, an advisory group with composition appropriate to its purposes should be established to provide advice and assistance in connection with college personnel policies.
- 4. Colleges will review their personnel policies and practices with a view toward effecting such changes as are necessary to implement an effective affirmative action program. The college affirmative action program policy will be appropriately disseminated through campus publications and manuals, posters, recruitment advertisements and other suitable media. Recruitment efforts should emphasize sources of employees in the concerned categories. Thus, it is to be noted that it is not sufficient for the college to identify a minority group member as a potential employee. It is equally essential that such individuals be given a full opportunity to compete for a job. Similarly training and promotion policies and practices should be linked with a view toward providing improved advancement opportunities for the groups and categories in question.

B. Implementing the Coard's Policy

University organization, the Board called upon its relatively independent and autonomous colleges to implement the University's Affirmative Action Policy. Each of the twenty constituent units was asked to develop its own policy statement and program of action, in the light of the Board's resolution.

Action Committee to coordinate, review and reinforce the efforts of the several colleges. The membership of this Committee includes college presidents and members of the Chancellor's staff. Working staff for the Committee is supplied through the Office of the Vice Chancellor for Faculty and Staff Relations. A new division for University Affirmative Action has been created in that Office and a full time coordinator appointed.

To effectively implement the Board's policy, it was necessary to assess the current composition of the University's instructional and non-instructional personnel. The University Affirmative Action Committee asked each college to examine itself on the basis of payroll data as of November 30, 1970, and to submit the results for tabulation and review. Standardized inventory forms recommended by H.E.W. were used for this University-wide survey. The collective bargaining organizations representing CUNY personnel were informed of the University's action and their cooperation solicited.

In addition to collecting and tabulating information about the ethnic and sex distribution of employees in all departments and titles, each college was asked to submit a narrative analysis of these statistics.

The following questions served as guidelines for the statistical analysis:

- 1. Do the statistics collected suggest that employment policies and practices have not been uniformly of consistently applied and have operated to the prejudice of
 - a) females? b) blacks? c) Puerto Ricans? d) employees 45 or over?
- 2. In which departments or areas of activity does the condition specified in (1) exist?
- 3. If the conclusion of discriminatory practices is suggested by the statistics, is this conclusion valid? If not, cite reasons for apparent differences in treatment.
- 4. a) Identify barriers or impediments to improve employment distribution.
 b) Identify corrective actions instituted.

The Committee expected that the self-evaluation implicit in these questions would no doubt be stimulative to these units. In addition, the Committee:

- (1) Adopted, on June 21, 1971, a <u>City University Affirmative Action Plan</u> designed to increase the numbers, and improve distribution of minorities and women throughout the University.
- (2) Defined its responsibilities vis-a-vis the colleges. The Committee's role is to "establish University policy on Affirmative Action, and to review the performance of the colleges." The colleges develop procedures for meeting the University goals, and a timetable for their achievement.

The Committee, however, will "assess the appropriateness of the procedures and the progress in achieving these goals." Each college must submit by December 1, 1971, the specific program it has designed, and the five-year timetable for that program.

II.

CITY UNIVERSITY AFFIRMATIVE ACTION PLAN (Approved by the CUNY A.A.P. Committee

Objectives: To insure, within CUNY, equal opportunity for employment and for advancement in responsibilities and remuneration f minorities and women.

- (a) To develop within each constituent unit of the University, a plan and timetable for the improvement of <u>Instructional Staff</u> employment and promotion practices with regard to minorities and women.
- (b) To develop within each constituent unit of the University, a plan and timetable for improvement of Non-Instructional
 Staff employment and promotion practices with regard to minorities and women.
- (c) To review and monitor the University's Affirmative Action progress by an annual audit of the recruitment, employment, and promotion records of each of its several colleges and the central administration.

Implementation:

1. College Responsibility

A. For Instructional Staff

Each college president will be responsible for the design and execution of the college plan for achieving the University's Affirmative Action objectives. These plans, for a five year period, must be both comprehensive and detailed. Compliance with H.E.W. regulations

calls for each department and every title to be assessed, in conjuction with enrollment, program and budget projections; reuitment procedures and program demand especial attention.

Finally, these plans must be accepted by the University Affirmative Action Committee. The college plans will be submitted for review by the Committee on or before December 1, 1971.

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The results of the University-wide employment inventory indicate that the average for the University as a whole is approximately 30% female and 13% other minorities. The University is not content with the fact that nationally, it is well above par. If any individual unit within the system fails to meet, not minimal standards, but standards well above the acceptable, the entire University is diminished. The University's goal, therefore, will be to improve the employment and promotional opportunities for women and minorities in all units within the system.

In this context, the colleges must be cognizant of the fact that effective recruitment of women and minority group faculty will not be achieved without affirmative or positive institutional direction. Further, there must be deliberate administrative decision to insure the University goal for the improved distribution of minorities including women. Faculty Personnel and Budget Committees have the basic responsibility to recommend appointment and reappointment to the Board of Higher Education pursuant to the Board's bylaws (Sect. 11.4).

B. For Non-Instructional Staff

The college plan must address itself, as well, to affirmative action with regard to its non-instructional staff.

a. Recruitment.

Methods of recruiting staff members should be reviewed periodically. Greater cooperation from the City Department of Personnel should be enlisted to insure more widespread distribution of information regarding employment opportunities for minorities and women in the colleges.

All advertising should be reviewed to assure that it contains the statement that the University is an equal opportunity employer.

In areas where civil service rules and regulations give us greater flexibility (provisional employment and hourly personnel), positive resruitment of minorities should be undertaken to a greater extent than heretofore. The use of resource organizations, newspapers, posters and other devices which could introduce greater numbers of minority group members to the colleges should be utilized in recruiting for provisional employment.

. b. Selection

Selection for potential permanent employment must be made in accordance with civil service procedures. Generally, the objectivity of the system has provided an excellent opportunity for upward mobility. Continuing analyses, however, of job qualification, lines of promotion and examination procedures are required to insure the maintenance of equal opportunities to all.

c. Training

Under current policies, annual employees may take courses without payment of tuition after six months or one year of service. Greater use of this benefit will be encouraged. Colleges are urged to develop in-service training programs wherever feasible.

2. University Responsibility

Establishment of a University Affirmative Action Office:

To help implement the Board's Affirmative Action Policy, and the program of the University Affirmative Action Committee, the Office of the Vice Chancellor for Faculty and Staff Relations will establish an affirmative action unit. This new University Office for Affirmative Action will:

- 1. Coordinate and assist the colleges in the development of affirmative action programs.
- 2. Conduct an annual University employment census and provide the University Affirmative Action Committee with the resulting data.
- 3. Monitor, for the University Affirmative Action Committee, the progress made by the colleges in implementing their Affirmative Action Plan and general University compliance with the President's Executive Orders (11246, 11375).
- 4. Supply such services, information, reports and develop such programs, conferences, workshops etc. as may be necessary to the conduct of the University's Affirmative Action Program.

CITY UNIVERSITY EMPLOYMENT CENSUS DATA

Based Upon November 30, 1970 University Payroll

For

Total Instructional, and Non-Instructional Staffs

The following tables includes:

Instructional charts I and II - CUNY instructional employees by rank, sex, ethnic group, age, Ph.D., tenure status.

Non-Instructional charts I & II - CUNY non-instructional employees by title, sex, ethnic group, age, tenure status.

..... By_Sex, Phih or Equivalent, Tenure and Age Groups --- Instructionni State - Chart I ...

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professorial rank. Administrative

AFFIRMATIVE ACTION PROGRESS SURVEY

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INSTRUCTIONAL STAFF - CHART II

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GITY UNIVERSITY APPIRACTIVE ACTION SHACHNY STATISTICS BY PERCHANAGES

Page 2

As of Hoverber 39, 1920

SEX BREAKDOWN

ETHNIC BREAKDOSN

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CITY URIVERSITY AFFIRMATIVE ACTION SURBANY STATISTICS BY PERCHANGES
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As of Movember 30, 1970

SEX BREAKDOWN

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CITY UNIVERSITY AVOIDTAGING AND STATES OF STATES OF THE STATES OF STATES OF STATES.

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CITY TRIVERSITY AFFIRMYINE METIN SULLAY STATISTICS SY PERCHNINGES

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As of Hovember 30, 1970

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Page 3

ETHNIC BREAKDOWN

SEX BREAKDOWN

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CITY UNIVERSITY AFFIRMATIVE ACTION SUNDARY STATISTICS BY PERCENTAGES

As of November 30, 1970

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Cafeteria Supv.	8			2	100.0			21	100.0										-	
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CITY UNIVERSITY AFFIRMATIVE METTON SUNDANY STATISTICS BY PERCENTAGES NON-INSTRUCTIONAL STAFF BY TITLE AS Of November 30, 1970

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Grant Assoc.	24	7	29.2	2	70.8	· <u></u>	4.2	23	95.8	-							_		
Grant Asst.	53	6	35.8	34	64.2	9	i1.3	38	7.17	2	3.8	2	3.8			2	3.8	69	5.7
Lecturers	82	41	77.8	4	22.2	7	38.9	=	1:19								•		
Counselors	4	4	103.0	*		.7	20.0	2	50.0							` .			
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CITY UNIVERSITY AFFIRMATIVE ACTION SUPERARY STATISTICS BY PERCENTAGES NON-INSTRUCTIONAL STAFFIBY TITLE

Page 13

SEX BREAKDOWN

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CITY UNIVERSITY AFFIRMNTIVE ACTION SUPPARY STATISTICS

Page 14

SEX BREAKDOWN

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RF/HB 7/16/71

CITY UNIVERSITY STATISTICS

ERIC

BY PERCENTAGES OF FEMALE FACULTY STAFF MEMBERS

ON A COLLEGE OR UNIT BASIS *

	i i	Dec 60 co		ASS	Associate		Ass	Assistant		Ē	Thetrictors		Total	Total in & Titles	108
מסווס ומיונר	Total	Female	2	Total	Fema le	7.	Total	Female	7,	Total	Female	7,	Total	Fenale	5.2
Paruch College	. 23		4.3	33	Ä	6.1	95	24	25.3	6	4	44.4	160	31	19.4
Bronk Community College	12	~	13.3	97	Ħ	23.9	146	99	45.2	33	. 22	56.4	546	101	41.1
Borough of Manhattan Comm. College	7	H	14.3	27	01	37.0	86	38	38.8	104	53	51.0	236	102	43.2
	-150	17	11.3	169	77	26.0	321	97	30.2	47	26	55.3	687	184	26.8
City College	201	•	3.0	. '219	36	16.4	329	89	20.7	169	.28	34.3	918	168	18.3
Graduate Division	77	٠.	6.5	39	4	10.3	28	14	24.1	54	13	54.2	198	36	18.2
Hostos Community College	7	0	0.0	12	. #	8 .3	14	Ŋ	35.7	17	11	64.7	45	17	37.8
Eunter College	107	45	42.1	128	99	51.6	198	16	76.0	95	20	52.6	528	252	. 2.7.
John Jay College	11	•	0.0	16	8	12.5	9 9	15	23.4	53	22	41.5	144	38	27.1
Kingsbordeth Community College	13	m	23.1	54	7	29.2	. 97	9	30.9	7 6	38	40.4	228	78	34.2
TT Lactuardia Community College	0	0	0.0	0	0	0.0	.	-1	100.0	0	ò	0.0	-	-	100.0
Lehman College	. 97	14	30.4	. 93	58	30.1	167	29	35.3	47	53	61.7	353	130	36.8
Medgar Ever's College	-1	0	0.0	'n	7	66.7	ო	-	33.3	0	0	0.0	7	ო	42.9
New York City Community College	24	Ġ	11.1	63	16	25.4	159	S.	31.4	66	46	46.5	375	118	31.5
Queens College	154	28	18.2	174	35	20.1	. 333	102	30.6	20	16	80.0	681	181	26.6
Queensbarough Community College	37	4	10.8	- 53	17	32.1	181	69.	38.1	176	26	31.8	447	146	32.7
Richmond College	7	0	0.0	12	0	0.0	69	14	20.3	26	σ	34.6	114	23	20.2
Staten Island Community College	14	8	14.3	40	10	25.0	107	37	34.6	79	32	44.3	240	84	35.0
York College		0	0.0	14	4	28.6	65	, 18	27.7	77	. 21	47.7	. 124	7 3	34.7
Teacher Education	10	0	0.0	'n	-	20:0	11	-	9.1	9	Ŋ	83,3	. 32	7	21.9
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OVERALL UNIVERSITY TOTALS	936	135	14.4%	1172	296	25.3%	2524	803	31.8%	1149	515	44.8%	5781	174.9	30, 37,
*as of 11/30/70										•	•				
							•		1967) 0 1 1 1	# P P P P P P P P P P P P P P P P P P P	8 8 1 1 1 5	! ! ! !	1 1 1 1 1 1	
COMPARABLE DATA IN ABOVE TITLES COLLECTED BY NATIONAL CENTER FOR	רבנודה	BY NALLU	NAL CENTE		EDUCATIONAL	L STATISTICS.) -	ror cue ye	rue year 1907					•	

*-Publ.: Numbers and Characteristics of Employees in Institutions of Higher Education. - Fall 1970

** New College - Hiring of staff began 7/1/70

20.2% 77,624 25,857 33.3% 305,166 61,015, 20.0%

15.17 94,751 19,141

9,639

9.3% 64,036

6,378

68,755

Supplementary Data:

V. SUMMARY OF EMPLOYMENT CENSUS RESULTS

The foregoing tables describe CUNY employees in each instructional title by sex, ethnic group, age, number holding the Ph.D., and number having tenure (Instructional charts I and II). Non-instructional charts I and II present similar data on CUNY's non-instructional staff, except for certain items not relevant to these positions, such as possession of the Ph.D. These charts include all persons who were on the City University payroll on either a full-time or a part-time basis as of November 30, 1970. (see pages 11-38).

· A brief summary analysis of this data follows:

A. <u>Instructional</u> Personnel

The data indicates that the City University of New York is well above any national norms for comparable institutions of Public Higher Education with regard to the employment of women and other minorities in its instructional staff.

Out of a total instructional staff of 15,111, 10,543 are males (69.8%) and 4,568 are females (30.2%). Minority-group members are almost 13% of the whole. Specifically, 13,193 staff members are White (87.3%) while the remaining 1,918 (12.6% are drawn from various minority groups as follows: 1,177 Blacks (7.8%), 247 Puerto Ricans (1.6%), 150 other Spanish (1.0%), 227 Orientals (1.5%), 5 American Indians (less than .1 or 1.0%), and 112 "others" (0.7%).

The University's <u>total</u> distribution of women and other minorities in tenure-bearing titles (professor, associate professor, instructor, etc.) is similarly noteworthy. Of 6,289 positions in this category, 1,851 (29.4%) are held by women. Members of minority groups hold 696 (11.2%) of these positions: 413 Blacks, or 6.6%; 79 Puerto Ricans, or 1.3%; 101 Oriental, or 1.6%; 67 other Spanish, or 1.1%; and 36 "others", or 0.6%.

On the other hand, the employment of women and other minorities in the upper ranks of all instructional series, and in tenure-bearingas contrasted with non-tenure-bearing titles, is significantly lower. Only 14.4% of the full professors are women and only 5.7% are drawn from an ethnic group other than White. The 295 department chairmen include 247 men (83.7%) but only 48 women (16.3%). The data indicates that there is a preponderance of whites among department chairmen (271 out of 295 or 91.9%). Note, however, that holders of this title, constituting 53.9% of the total administrative instructional staff personnel, are elected by their faculty peers rather than appointed by college presidents. (This title is the only one in the administrative instructional staff series that is filled by election rather than appointment.)

A preponderance of women and other minority-group members of CUNY's instructional staff are clustered in the lower-paid, non-tenure-bearing titles (full-time lecturers, adjuncts, research assistants, etc.).

Here, 32% of all employees are females; 13.9% come from minority backgrounds. This imbalance s'ould not, however, be construed as being totally negative. It is natural that City University, seeking to infuse

new blood into its staff, should recruit largely among young people with a long work expectancy. As the women and other minorities who have joined CUNY's instructional staff in the last few years rise through promotion, and as retirements thin the ranks of their older majority-group colleagues, a better distribution should become apparent over a period of time, in all instructional titles and among tenured as well as untenured faculty.

Obviously, such a desired result presupposes the continuance and expansion of CUNY's efforts to recruit aggressively among women and other minorities and to insure equal opportunity for advancement to members of those groups.

B. Non-Instructional Personnel

Women and other minorities constitute a much larger proportion of the non-instructional staff than of the instructional staff. Out of 6,803 non-instructional positions, 4,371 (64.3%) are held by females compared with only 2,432 (35.7%) held by males; 2,001 (29.4%) of all non-instructional employees come from minority groups while 4,802 (70.6%) are White.

These ratios do not hold true for all areas of work and at all levels, however. The <u>secretarial-clerical series</u>, traditionally a female field, heavily weights the non-instructional staff; 96% of the secretarial-clerical employees are female. Almost two-thirds (60.2%) of all women in non-instructional titles are concentrated in this series. Similarly, in the <u>medical office staff series</u>, the women (76.7%) far outnumber the males; the number of nurses exceeds the number of doctors, the nurses being predominantly women.

On the other hand, the <u>building and grounds series</u> is preponderantly male. Although women constitute 41.1% of the <u>non-academic professional</u> employees, there are no woman at all in the architectural and engineering titles or in the attorney series. In the <u>other miscellaneous</u> titles, including operators, messengers, attendants, watchmen, special officers, etc., the proportion of women is only 31.7%.

The distribution of minority-group members is similarly uneven.

Overall, individuals of minority background account for 29.4% of noninstructional positions. Although the <u>building and grounds series</u> includes a high percentage (55.1%) of minority-group employees, they are
concentrated in the lower job classifications rather than in skilled
and supervisory positions. More than three-fourths (77.7%) of the
minority-group employees in the buildings and grounds series can be
found in the custodial assistant title and none in a foreman position.

[Discussions have been initiated with the Civil Service Commission and
District 37 (American Federation of State, County and Municipal Employees,
AFL-CIO) concerning the development of training programs to upgrade the
heavy concentration of minority-group members in custodial positions].

In the secretarial and clerical group, only 20.9% of the employees are Black and only 1.7% are Puerto Rican. In the <u>medical office staff</u> series, Blacks constitute 11.7% of all employees and no other minority group is represented.

[The most frequently cited limitation upon employment and promotion opportunities for women and other minorities in the non-instructional staff is the fact that most of them hold civil service titles. It is the intention of the Affirmative Action Committee that in areas where the Civil Service system permits greater flexibility, chiefly in regard

to provisional employment and hourly personnel, positive recruitment of minorities will be undertaken to a greater extent than in the past. Intensive use will be made of organizations, newspapers, posters, CUNY's own Student Placement Offices, and other devices which offer promise of introducing larger numbers of minority-group members into the colleges.]

It must be recognized, however, that the limited mobility of many persons seeking or holding non-instructional positions tends to restrict them to job openings in reasonable proximity to their homes thus narrowing their range of opportunities.

It should also be noted that the colleges do not have direct control of hiring practices in relation to certain categories on non-instructional positions covered by Non-Instructional Charts I and II. The <u>auxiliary enterprise</u> series covers cafeterias, bookstores, and similar enterprises which are usually self-supporting and operated under contract. Although the colleges do not hire the employees of these enterprises, they can exert an influence upon hiring practices through use of "direct clause" in the contracts. The Affirmative Action Committee will encourage wider use of this method.